The 2021 Census
A Hunger Pandemic
India's COVID Nightmare
On the Road with EVs

Routing Slip: (please circulate)
MISSION STATEMENT

LesPlan Educational Services Ltd. aims to help teachers develop students’ engagement in, understanding of, and ability to critically assess current issues and events by providing quality, up-to-date, affordable, ready-to-use resources appropriate for use across the curriculum.

“I have had many parents comment to me about how great they think What in the World? is, and they look forward to each month’s issue coming home...This is a great resource for a small country school to explore the global issues that affect us all.

K. Camelon, Grade 7/8 teacher Admaston, ON

PUBLICATION SCHEDULE

A publication schedule listing the release dates for each issue is posted on the Subscriber page of our website at:

www.lesplan.com/en/subscribers
TO THE TEACHER

SUGGESTED APPROACH

WHAT IN THE WORLD? now offers even more flexibility to teachers and students while meeting key curriculum outcomes and utilizing best practice. In response to the need for students to develop 21st Century skills, the topics, themes, or big ideas of selected articles or the issues arising from them as well as the accompanying activities address many of the following competencies:

- Communication
- Collaboration
- Critical and Reflective Thinking
- Creative Thinking
- Personal and Social Responsibility (Citizenship and Character Education)
- Historical Thinking Concepts

Each article is accompanied by Before and After reading activities, appropriate to the topic or competencies embedded in the article:

<table>
<thead>
<tr>
<th>Before Reading Activities</th>
<th>set the context and purpose for reading</th>
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<tr>
<td>After Reading Activities</td>
<td>help students consolidate, extend, and transform their thinking</td>
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After reading activities offer options from each of the skills below. The components accompanying each article may be used as a whole or individually, depending on the teacher’s goals and the needs and interests of the class.

<table>
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<th>Literacy</th>
<th>Inquiry</th>
<th>Media Literacy</th>
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| • comprehension questions  
  • focused reading or notemaking strategy and accompanying organizer | • online exploration  
  • critical thinking questions  
  • self-directed inquiry project | • analyzing visuals  
  (e.g., news photos, editorial cartoons, infographics, maps)  
  • evaluating sources |

To allow for further differentiation, WHAT IN THE WORLD? is available in two levels to meet students’ varied reading abilities.

A Word file for each issue is also provided online, so teachers can quickly and easily modify articles and/or assignments as required.

Note: To facilitate assessment, a comprehension quiz is included for each article. Teachers may also find the Assessment Rubric (p. 50) to be useful for providing students with formative, strength-based feedback, and/or assessing students’ responses holistically.

DID YOU KNOW?

Our PDFs work seamlessly with assistive reading technology, and the Word version of this document can be uploaded to Google Classroom and many other online platforms.
BEFORE READING

1. Using one of the question series from the 2021 Census Teacher’s Kit found at https://census.gc.ca/resources-ressources/tk-te/a02-01-eng.htm, conduct a mini-census of the classroom composed of these four questions:

- How many students take the bus to school most days of the week?
- How many students walk to school most days of the week?
- How many students are driven to school in a car most days of the week?
- How many students use another mode of transportation to get to school most days of the week? What mode of transportation?

Record the data, double-checking that every student answered one of the questions and that the total number of answers matches the class total.

2. Divide the class into 4 groups, one for each question, and ask students to imagine how the response to each of these questions might affect decisions made by the school or the school board. For example:

- How many students take the bus to school? – Size of bus; number of routes; number of buses; number of teachers on bus duty; etc.
- How many students walk to school? – What distance do students have to walk; number of crossing guards; where are the crossing guards; what route do students walk; is it safe; etc.
- How many students are driven to school in a car? – Do we need a designated spot in the parking lot to drop off students; is it safe for students who are walking to be dropped off there; do we need to put “do not idle” signage up; etc.
- How many students use another mode of transportation to get to school? What mode of transportation? – If students are biking to school, do we need a bike rack; if they are using skateboards or scooters, what are the rules around using them while at school; etc.

Ask students to share their ideas and encourage participation from other groups to add to the lists of considerations.

3. Explain to students that they have just participated in a census. The population for this census was the entire class. Then, ask students to imagine that the results might be if one of the 4 questions is NOT considered when the school is planning for the new school year. How might this affect students, parents, teachers, and the school? (Student safety might be at risk to/from/at school; parents might be concerned for the traffic in the school parking lot; teachers might be worried that they can’t keep students safe; the school might be criticized for not planning ahead; etc.)

4. Tell students that the article they are about to read is about the 2021 census in Canada, where the entire country is the population for the data. Ask students why they think it is necessary to conduct a census. Have them share and record ideas. (To know the population of the country/each province and territory; to see how young/old people are; to find out what people do for work, etc.)

5. Finally, invite students to set a purpose for reading the article, referring to the resource page Setting A Purpose Before Reading (page 51) as needed.
National census 2021: count yourself in

It's already been delivered to your mailbox or front door: a letter from Statistics Canada about the 2021 Census of Population. May 11, 2021 was Census Day across Canada and all Canadians are being asked to count themselves in. That includes YOU.

**WHAT IS A CENSUS?**
The word “census” comes from the Latin word *censere*, meaning “to assess.” Canada’s census is a nationwide survey held every five years. It collects demographic information on every man, woman and child.

Census data offers a snapshot of Canada’s population. By comparing one census to the next, analysts can see how Canada is changing.

**HOW IT WORKS**
Every Canadian household received a census package around May 3. Statistics Canada wants people to complete the census questionnaire online, so most homes didn't receive a paper survey. Instead, they got a letter explaining how to respond online. However, if people prefer, they can have a paper copy mailed to them. One adult per home must fill in the questionnaire about all the people who live in the house.

Most households get the short form census. It asks 10 basic questions about age, sex, marital status, relationship to others in the household, and language.

One in four homes also gets the long form census with more than 60 questions. It collects details about the residents’ role in their community. It also asks about cultural background, spoken languages, family relationships, and childcare. It covers schooling, employment, income, ability, housing, and transportation.

Many questions stay the same from census to census. That way, researchers can compare data across several decades. However, each census some new questions are added as well.

**OUR CENSUS**
Canada’s first census was conducted in 1871. Today, our census covers more than 9.2 million square kilometres and reaches over 15 million households. Questionnaires are sent to Canadians working for the federal government overseas, as well as to Canadian embassies and Armed Forces personnel.

Census questions have been translated into 20 ethnic languages and 11 Indigenous languages but answers must be given in English or French.

**DEFINITIONS**

**Demography**: the study of the characteristics of human populations, such as size, growth, density, distribution, and vital statistics

**Statistics Canada**: Canadian federal government agency commissioned with producing statistics to help better understand Canada
The completed forms go back to Statistics Canada. There, they are entered into a database. All this data is sorted and cross-referenced. Analysts then extract useful statistics, such as the number of school-aged children in Regina in 2020.

WHY A CENSUS?
The government isn't being nosy when it asks these questions. Census information is needed for planning and decision making. We all use public services such as schools, hospitals, fire/police protection, and roads. Census data is used to decide where these services are needed most.

ONE REASON HEALTH CARE COSTS ARE GOING UP IS THAT THE POPULATION MOST NEEDY OF HEALTH CARE IS [AGING TOO],” SAID ONE RESEARCHER.

MORE USES
The federal government uses census data to set the boundaries of federal electoral districts. Each riding elects one federal Member of Parliament so to be fair, the population of each riding is reviewed after each census. Boundaries are adjusted as needed to maintain balance. Data from the 2011 census resulted in the creation of 30 new electoral districts. That increased the number of federal MPs in Parliament from 308 to 338.

Census information also helps set transfer payments to provinces. That's money the provinces use to fund health care and other social services.

Businesses, media, industry, and universities use this information, too. It helps in everything from research to choosing locations for stores or offices.

IT’S THE LAW
Every household must complete the survey. Those who refuse risk a fine or even jail time.

Some say the government shouldn’t be asking personal questions. They worry about how the information will be used. However, confidentiality is protected by law. Census databases never attach a name or address to a file, so no one can be identified. As well, the data asked for must be clearly in the public interest and not available from other sources.

DID YOU KNOW?
In early 2021, Canada’s population was just over 38 million.

The health care industry uses the data to forecast needs and costs. Using past census data, Statistics Canada has found that the proportion of Canadians aged 65 and over will triple between 1976 and 2051. The proportion of seniors over 80 is growing especially fast. That’s important information to know for planning.

A CENSUS DURING A PANDEMIC
Due to the pandemic, there will be a range of different COVID-19 safety protocols in place for the enumerators who show up to a dwelling in person.

All staff collecting census information in person are expected to observe physical distancing, stay outdoors, and use personal protective equipment.

Statistics Canada expects nine out of 10 households will complete the census online or by phone – the same percentage as in 2016. And officials hope that despite the pandemic, the census response rate for 2021 will match the response rate of 98.3 percent in 2016, as anything less than 98 percent could compromise the quality of the data.

FEATURES
- Definitions
- Cross-reference
- Enumerator
- Compromise

COMPROMISE: harm or cast doubt on
CROSS-REFERENCE: to compare or link one part of a book, index, etc. to another part containing related information
ENUMERATOR: a census-taker
COMPREHENSION QUESTIONS

1. Explain what the term census means. What is a census?

2. How often is a census conducted in Canada? What is the purpose of collecting this information?

3. Which federal government department is responsible for the census?

4. What information was sent to all Canadian households in early May?

5. How many households were surveyed?

6. Describe how the population census will be conducted.

7. What is the long form census? Explain.

8. List at least three examples of what census results are used for.
QUESTIONS FOR FURTHER THOUGHT

1. What inference(s) can you draw from the fact that the proportion of the population aged 65 and over will triple between 1976 and 2051? What types of governmental decisions might be affected by this statistic? Explain.

________________________________________________________________________________________________________________________________________________________________________________________________________________________

2. What reasons can you suggest to explain why some people object to completing the census? Explain.

________________________________________________________________________________________________________________________________________________________________________________________________________________________

3. What inferences can you draw from the fact that the census questions have been translated online into 31 other languages – 20 ethnic languages and 11 Indigenous languages? Give reasons to support your ideas.

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QUESTIONS FOR ONLINE EXPLORATION

Note: The links below are listed at www.lesplan.com/en/links for easy access.

1. Visit https://www12.statcan.gc.ca/census-recensement/index-eng.cfm to explore data about your city or town from the 2016 census. Make at least five observations using this data. What conclusions can you draw based on your observations? How do you predict this data might change in the 2021 census? Explain.

2. Play the Census game at https://www12.statcan.gc.ca/census-recensement/2021/ref/game-jeu/index-eng.html?MM=2 Share an interesting fact that you learned about the type of information that is and is not collected by the census.

   a) What are some of the resources posted that would allow you to learn more about your own family’s history in Canada?
   b) Scroll down to see a timeline of new developments in Canada’s population census. Name one interesting change in how the census has been conducted.
1. The table below shows Canada population in census years from 1921 to 2021. The numbers are in millions and are rounded to the nearest 100,000. Complete the table to show the population of Canada from 1991 to 2021.

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<td>Population*</td>
<td>8.7</td>
<td>10.3</td>
<td>11.5</td>
<td>14</td>
<td>16</td>
<td>18.2</td>
<td>20</td>
<td>21.5</td>
<td>22.9</td>
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<tr>
<td>Population*</td>
<td>24.3</td>
<td>25.3</td>
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*Numbers are in millions.  
**After 1951, census counts occurred every five years.  
*** Official census number not yet available.


2. Use the data in the table to plot a bar graph. Show population benchmarks on the Y axis (0 - 40 million) and years on the X axis.

3. Draw a column to show Canada's population each census year from 1921 to 1951 and shade these four columns dark red.

4. Draw a column to show Canada's population each census year from 1956 to 2021 and shade these 14 columns bright red.

5. Complete your graph with a proper title.

6. After completing your graph, what observations can you make and what conclusions can you draw? How do you think government policies can affect overall population growth? What other factors can you think of that can influence population growth? What other factors can you think of that can influence population declines? Explain.

7. What predictions can you make about Canada's population in future years? Give reasons to support your analysis. ★
A. Write the letter that corresponds to the best answer on the line beside each question:

1. How often is a census conducted in Canada?
   - a) every two years
   - b) every five years
   - c) every seven years
   - d) every ten years

2. Which federal government department is responsible for the census?
   - a) Census and Population Agency
   - b) Department of Finance
   - c) Department of Defence
   - d) Statistics Canada

3. How many Canadian households received a census package?
   - a) 550,000
   - b) 6 million
   - c) 15 million
   - d) 38 million

B. Mark the statements T (True) or F (False). If a statement is True, write one important fact to support it on the line below. If a statement is False, write the words that make it true on the line below.

4. True or False? Each Canadian citizen must complete a census questionnaire.

5. True or False? In early 2021, the population of Canada was just over 38 million.

6. True or False? Canadians can opt out of the census for religious reasons.

C. Fill in the blanks to complete each sentence.

7. The census collects _________________ information about every person in Canada.

8. Census questions have been _________________ into 31 languages but must be answered in English or French.

9. One in four homes were required to complete the _________________ form census.

D. Respond to the following question in paragraph form. (Use a separate sheet of paper if necessary.)

10. Data collected by the census is very valuable. Do you agree or disagree with this statement? Give reasons to support your response.
BEFORE READING

1. Have students consider the title of the article, "World Hunger – A Growing, Yet Solvable, Problem". In pairs, ask them to come up with 4 questions that they could ask related to the title that might be answered in the article. Encourage probing questions that require more thinking than simpler ones. For example, instead of "Who is starving?" they might ask "Who is responsible for making sure that people have enough to eat?" (For example: Which countries have the most hunger?; What do families do when they don't have enough to eat?; Why is hunger growing?; How can I help someone that is halfway around the world?; etc.)

2. Have each pair share 1 or 2 of their questions aloud. Ask members of other groups to give a thumbs up when they hear a question similar to one of theirs.

3. Next, have students watch the animation found at https://www.yout-ube.com/watch?v=TVP3j7_w7og [1:18] The animation comes from the United Nations World Food Programme and is entitled, "Food Waste, Global Hunger, and You." As they watch, invite students to consider their role in solving the problem of world hunger.

4. Ask students to share the example of the banana in the animation and what message it was intending to communicate. (For example: We don't need to throw out food that isn't perfect; we can be creative about how we make use of food; we should try to create less waste with food; etc.)

5. In pairs, have students think about other foods that they may have in their homes that could be repurposed instead of thrown away OR think about ways that we could avoid creating so much food waste. (For example: Tomatoes- spaghetti sauce, soups...which can be frozen and used later; stale bread, crackers - croutons, bread crumbs, toast; other fruit like apples - bake something that can be frozen, freeze it for smoothies; plan weekly meals so that we buy only what we need; etc.)

6. Finally, invite students to set a purpose for reading the article, referring to the resource page Setting A Purpose Before Reading (page 51) as needed.
Next time you’re about to throw out a container of yogurt just because it has passed its “best before” date, think twice. Nearly 700 million people in the world are desperate for food. If the trend continues, 840 million people will face acute hunger by 2030. Even now, over 34 million people around the world are just one step away from starvation.

Those numbers are daunting. But personal accounts of the pain that acute hunger causes really drive this tragedy home. The story of Mohammed Yousef, for example, is hard to hear. He lives in the African nation of Yemen. His 13-month-old son, Abdullah, weighs under three kilograms. That’s less than one-third of the average weight for a child his age.

“Losing my child while I am watching is breaking my heart,” he told aid workers.

Or listen to one woman in Central America.

“I can only feed my four children roots and herbs,” she reported from Honduras. “[I try to] mix them with eggs but when there aren’t any, I just boil them.”

**THE VOCABULARY OF HUNGER**

You may crave a snack after school, but that is not long-term or** systemic** hunger. That’s a situation in which people don’t get enough calories or nutrients to sustain them on a daily basis. People struggling with acute hunger are in danger of starving to death.

But even people who have some food to eat face health risks, because food quality counts, too. Without the right combination of proteins, vitamins, and minerals, human bodies have difficulty fighting off illness. This condition is known as malnutrition.

Regions where there are violent conflicts or where climate change or other natural catastrophes cause crops to fail often experience food insecurity. Food insecurity occurs when a population doesn’t have regular access to enough safe and nutritious food for normal growth and development. People living with food insecurity may constantly worry about where and how they are going to get their next meal.

A big backslide

In 2015, the United Nations and the global community declared an aggressive target – zero hunger by 2030. This goal was one of the 17 Sustainable Development Goals (SDGs) the UN set out. The hope was that in 15 years, the world could end hunger and achieve food

**DEFINITIONS**

**ACUTE**: very serious or severe

**DAUNTING**: very difficult to deal with

**SYSTEMIC**: affecting the whole of a society

**SUSTAIN**: to provide enough of what somebody/something needs in order to live or exist
security. Improved nutrition and environmentally sound agriculture were other aims.

Experts had reason for optimism. For decades the world had seen record harvests, rising incomes, and falling food prices.

**Conflict, Climate, and Covid**

Today, however, there are nearly 60 million more undernourished people than there were in 2014.

Many factors explain this relapse. For one thing, conflicts are raging in several African countries, and violent gangs terrorize Latin America. These conflicts displace farmers and send civilians on the run and scrambling for food.

Climate change, too, is taking its toll. Extreme weather that causes droughts or severe storms is destroying harvests. Swarming clouds of locusts descending on parts of Africa and Asia haven’t helped, either. The insects can devour hectares of farmland in the blink of an eye.

COVID-19 has fuelled the backslide, as well. It has severely hurt economies in Latin America and the Middle East, including Yemen, Syria, and Lebanon. Food costs in these regions have skyrocketed as a result.

**An Escalating Crisis**

Now, the UN warns that 20 countries face life-threatening acute hunger. Yemen, South Sudan, and northern Nigeria will likely bear the worst of this crisis, but hunger is on the rise the world over.

“We are seeing a catastrophe unfold before our very eyes. Famine... is knocking on the door for millions of families,” said David Beasley of the World Food Programme (WFP).

To stop millions from starving, he says fighting must stop and aid workers must have access to vulnerable communities. As well, donors must step up and contribute US $6.4 billion.

**Doing Our Part**

Canada is the WFP’s seventh-largest donor, contributing more than $250 million in 2019 to support different projects. Most recently, in February, the federal government pledged $1 million to contribute to a school meal initiative in the Asian nation of Sri Lanka.

**Definitions**

**Alleviate**: to make something less severe  
**Famine**: a lack of food for a long period of time in a region  
**Latin America**: the area south of the United States in which Spanish, Portuguese, or French is officially spoken  
**World Food Programme**: the food-assistance branch of the UN. It is the world’s largest humanitarian organization, the largest one focused on hunger and food security, and the largest provider of school meals.

“[Those funds] will help alleviate poverty,” said a grateful Sri Lankan official. ★
International World Hunger – A Growing, Yet Solvable, Problem

Comprehension Questions

1. How many people in the world are currently affected by hunger?

2. Explain what systemic hunger means.

3. Explain what malnutrition means.

4. Explain what food insecurity means.

5. What target did the United Nations declare in 2015 to address world hunger?

6. Why did the UN feel this ambitious goal was attainable?

7. List at least two factors that have affected the progress of the zero hunger goal since 2015.

8. What does WFP stand for? How much money has Canada contributed to this UN agency?

9. What does the WFP say must occur to stop the imminent deaths of millions of people from starvation?
QUESTIONS FOR FURTHER THOUGHT

1. As you see it, what actions can wealthier countries take to help alleviate hunger in poorer countries? Explain.

2. In a small group, choose one of the following terms related to hunger: *systemic hunger; acute hunger; malnutrition; food insecurity; famine*. Define what is meant by the term you chose. Create a short skit OR public service announcement where you describe the problem, and provide an example and/or statistics to support your message. Finally, suggest actions that you and your peers might take to begin to address the issue. Present your work to your class.
 quesTions for online exploration

Note: The links below are listed at www.lesplan.com/en/links for easy access.


2. Visit https://www.youtube.com/watch?v=iteCytvoRqY [1:52] to watch an animation of the Zero Hunger project. What action do you feel will have the most impact on alleviating hunger in poor communities? Explain.

3. Visit https://www.youtube.com/watch?v=c2UnBaLnZnI [7:21] to learn more about the issue of food waste here in Canada. What did you learn about why Canadians waste so much food? How could you and your family reduce the food waste in your home? Give details to support your ideas.

4. Visit http://www.nzwc.ca/media/videos/video/219238360 to learn about strategies to reduce food waste in Canada from the National Zero Waste Council (NZWC). What strategy do you think will have the greatest positive impact? Explain.
INFOGRAPHIC

UN warns of Latin America “hunger pandemic”

The UN World Food Programme is warning that around 14 million people could go hungry in Latin America and the Caribbean in 2020 due to the impact of the coronavirus pandemic.

- Countries where UN World Food Programme (WFP) operates
- Rising levels of coronavirus infections

Haiti: Hunger could more than double, from 700,000 to 1.6 million

“Dry Corridor” of Central America
Potential increase in number of people with severe food insecurity – from over 1.6 million to almost three million

Colombia, Ecuador and Peru: Population of Venezuelan migrants with severe food insecurity could rise from 540,000 to more than one million

Brazil: Ranks second in number of coronavirus infections, behind U.S.

Total number of people in severe food insecurity

13.7m
2020 estimate based on figures for countries where WFP operates

2019
3.4m

5.3%
Projected fall in Latin America’s GDP in 2020 – possible sharper drop than during Great Depression

Sources: Associated Press, UN World Food Programme

© GRAPHIC NEWS
PUTTING IT ALL TOGETHER

A. Write the letter that corresponds to the best answer on the line beside each question:

_____ 1. How many people in the world currently suffer from acute hunger?
   a) 60 million          b) 135 million
   c) 700 million         d) 840 million

_____ 2. When people don't have regular access to enough safe and nutritious food, this is called:
   a) food insecurity     b) acute hunger
   c) food wastage        d) famine

_____ 3. How much food does the average Canadian waste every year?
   a) 6 kilograms          b) 43 kilograms
   c) 58 kilograms         d) 79 kilograms

B. Mark the statements T (True) or F (False). If a statement is True, write one important fact to support it on the line below. If a statement is False, write the words that make it true on the line below.

_____ 4. True or False? There is enough food in the world to feed everybody.

_____ 5. True or False? 'Zero hunger by 2030' was one of the 17 UN Sustainable Development Goals.

_____ 6. True or False? Canada contributes very little to the World Food Programme.

C. Fill in the blanks to complete each sentence.

7. Without proper proteins, vitamins, and minerals the human _______________________ can experience malnutrition.

8. Climate change has caused _______________________ and severe storms that have destroyed crops.

9. The World Food Programme is requesting that donors contribute $ _______________________.

D. Respond to the following question in paragraph form. (Use a separate sheet of paper if necessary.)

10. As you see it, what is the best way to quickly address the problem of world hunger? Give reasons to support your response.
1. Write the title of the article on the board: "India's COVID Nightmare - The Crisis Tragically Escalates." Ask students to consider the title and brainstorm what it suggests. (For example, many COVID cases, many deaths, lack of resources, etc.) Have the class share ideas aloud.

2. Next, have students view the news report found at https://www.youtube.com/watch?v=7cSJnMjUwg [2:39] with no sound. As they watch, have half the students pay attention to the text and half to the images. Invite students to share their observations with the class. (Examples of text observations: 300K cases for 11th straight day, scientists say the government ignored warnings, science was not taken into account to drive policy, etc.; Examples of images observations: funeral pyres burning constantly, people carrying oxygen tanks, patients laying on the floor of a hospital, bodies wrapped in sheets, airplanes arriving with supplies, citizens being vaccinated, etc.)

3. Watch the report a second time, this time with sound. After viewing the report, invite students to share any new information they learned from the soundtrack. (Examples of soundtrack observations: bodies taken to parking lots, the world’s worst coronavirus surge, people dying after having one jab, new variant, botched response from government, 3000 lives lost each day, India was surprised by this surge, the United States has promised to send vaccine, India is the world’s largest producer of vaccine, etc.)

4. Finally, invite students to set a purpose for reading the article, referring to the resource page Setting A Purpose Before Reading (page 51) as needed.
New Delhi is the capital of India. A terrible scene is playing out in this city of 31 million.

Here, large groups of people in protective gear watch as huge funeral pyres burn non-stop. The fires are cremating the remains of thousands of New Delhi citizens who are dying of COVID-19 every day.

Similar solemn rituals are taking place throughout this nation of nearly 1.4 billion. Worse, they are happening with increasing speed and frequency.

**Supply shortages**
That's partly because most COVID patients in India aren't able to get the care they need.

India spends just 1.3 percent of its gross domestic product (GDP) on healthcare. Canada spends 11.5 percent of its GDP for the same purpose. This low funding means that there is just one doctor for every 1456 people in India. In Canada, by contrast, there are nearly three physicians for every 1000 of us.

Also, there aren't enough hospital beds for all of the patients needing help. Making matters worse, hospitals have run out of basic medical supplies. There is not even enough oxygen to help those struggling to breathe.

**A surge in cases**
In the spring of 2021, nations around the globe were coping with new waves of the COVID-19 pandemic. They were doing so with varying degrees of success. Nations with high vaccination rates seemed to be gaining control over the deadly virus. They include Singapore, the United Kingdom, and Israel. Others, like Canada, were struggling. They raced to vaccinate their citizens before COVID-19 variants overtook efforts to keep the spread of the disease under control.

**DID YOU KNOW?**
Two-thirds of the Indian population lives in poverty; 69 percent of people in this nation live on less than $2 a day.

But conditions in India are truly dire. Cases started surging in April. By early May, over 400,000 new ones were being reported every day, breaking global records. By mid-May, over 24 million people were infected. Over 270,000 had died.

Those are shocking statistics – yet experts fear that the actual
numbers are much higher. The reason? Only about 34 percent of deaths are occurring in hospitals and clinics. So deaths at home or elsewhere are being missed.

**FALSE CONFIDENCE**

Yet just one month earlier, daily cases in the nation had dropped sharply. They were down nearly 90 percent from the peak of the first wave of the pandemic in September 2020. What went so terribly wrong this spring?

Observers say India’s second COVID wave caught people by surprise.

In March 2020, when the pandemic began, Prime Minister Narendra Modi had ordered a complete three-week lockdown. It was the toughest on the planet, and the effort paid off. By November 2020, India had only 10 percent of COVID deaths worldwide. Yet it has the world’s second-largest population. The U.S., with the world’s third-largest population, had nearly 25 percent of all deaths.

Then, in January 2021, the Indian government rolled out a massive vaccination drive. That also boosted hopes that India was getting over the pandemic. So citizens eased up on social distancing, handwashing, and mask-wearing. Stores opened without restrictions. Crowds were free to gather.

**SUPERSPREADER EVENTS**

Unfortunately, India’s vaccination drive got off to a slow start. There were supply issues and some vaccine hesitancy. So, by early May, only two percent of the population had been fully immunized. That meant most people were still vulnerable to the disease.

Add to that, a religious festival called Kumbh Mela was held in India throughout the winter and spring. For the occasion, observant Hindus gather in the northern city of Haridwar to wash away their sins in the Ganges River.

About 9 million people travelled to Haridwar this year. Some 6 million arrived in April, just when COVID-19 was escalating. Yet the government chose not to postpone the event. One official declared that “faith in God will overcome the fear of the virus.” But others had deep concerns.

“Festivals like the Kumbh that involve bathing and [communal] eating and living conditions are dangerous for spreading this deadly illness,” said one expert.

Election campaigns held in some states also drew large crowds.

**DID YOU KNOW?**

India is the world’s largest maker of coronavirus vaccines. Until mid-April, it had been shipping supplies of the precious commodity around the globe. That has stopped as it tries to deal with the huge demand for the shots at home. Poor nations that were counting on India to export vaccines could face severe spikes in COVID-19 as a result.

**A LEADER FACES ANGER**

Many Indians blame Prime Minister Modi and his party for handling the COVID crisis.

“People are angry. Families of COVID patients [ask]: ‘Where is the government? What is it doing,” said one observer. “Why haven’t the military and disaster response teams been pulled in to build field hospitals?”

Now, India is scrambling to find more oxygen sources. Nations that are able to share are sending medical supplies and equipment. Canada has pledged $10 million. We have also sent 350 ventilators and crucial COVID medicines. “Canada stands with the people of India as they go through these difficult times,” said Minister of International Development Karina Gould.

**DEFINITIONS**

**COMMODITY:** something or someone that is useful or valued  
**OBSERVANT:** careful to follow religious teachings or customs  
**VACCINE HESITANCY:** a reluctance to be vaccinated, usually because of misplaced fear or mistrust of vaccines
1. How many people live in India? Explain how poverty has affected this country.

__________________________________________________________________________

2. How does India’s healthcare system compare to Canada’s? Explain.

__________________________________________________________________________

3. How did India manage the first wave of the pandemic? Explain.

__________________________________________________________________________

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__________________________________________________________________________

4. How did the Indian government and citizens respond after the first wave of the pandemic had passed?

__________________________________________________________________________

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5. List at least two other reasons why the second pandemic wave has been so destructive.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

6. How many COVID cases were reported in India in May?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

7. How has the current crisis in India affected the distribution of vaccines from India to other countries?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
1. Some countries, including Canada, have begun sending help and supplies to India. As you see it, what is the responsibility of wealthier nations to help poorer countries struggling to deal with the pandemic? Give reasons to support your ideas.

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The article discusses the potential spread of COVID-19 that may have occurred during the gathering of millions of observant Hindus during the religious festival Kumbh Mela. Along with religious gatherings, large sporting events in India and other countries have been the subject of debates. On one side, there are those who defend personal freedoms and the need for spiritual supports and social diversions; on the other are those who defend the need to protect public health and safety from the effects of the coronavirus.

Visit any of the links below to learn more about these hot topics. Choose one topic and identify the concerns of both sides of the debate. With which side do you agree? Explain.

Kumbh Mela
- https://www.youtube.com/watch?v=TxIllewZvELE [8:37]
- https://www.youtube.com/watch?v=g5bk575y-1Q [2:43]

Premier League Cricket in India
- https://www.youtube.com/watch?v=_hm-z8-B-YQ&t=4s [3:17]

Tokyo Olympic Games
- https://www.youtube.com/watch?v=8mCbg6sTfVo [2:22]

IIHF Women’s Hockey tournament cancelled
- https://www.youtube.com/watch?v=4fzjpyY4BOA [4:48]

Churches in Manitoba challenge coronavirus restrictions
YOUR TASK:
Examine the editorial cartoon, then answer the following questions on a separate piece of paper:

1. What do you already know about the impact COVID is having in different countries around the world?

2. Describe what you see and read in the cartoon.

3. Why do you suppose the oxygen tank has one end labelled 'North' and the other labelled 'South'?

4. As you see it, what might the cartoonist be saying about the impact COVID is having on countries around the world? Explain.

5. For what reasons do you agree with the cartoonist’s perspective? For what reasons do you disagree? ★
The saying *A picture is worth a thousand words* refers to the idea that complex stories can be described with a single, still image. By examining the content of photographs viewers can often, at a glance, ‘see’ who was involved, what happened and perhaps even determine where and when the event happened. Careful consideration of the less obvious details is equally important as they give additional clues that can be used to infer more about what is going on in the photograph. For example, tears rolling down a young girl’s cheek show how upset she is or wet streets help explain why the driving conditions were more dangerous.

**Directions:** First, label everything you see in the photograph on page 30. Be specific. Include obvious and less obvious details. For example, if there is a person in the photo, label everything you see on him or her, such as *facial features* (blue eyes, crooked nose, toothless smile, graying hair); *clothing* (torn black pants, rubber boots, plaid, long-sleeved shirt); *actions* (sitting, holding a puppy); *surroundings* (street, sidewalk, bench, trees, grass). If you do this thoroughly, the photograph will be covered with words.

Then, write the ‘1000 word’ story told by the photograph using as many of the labeled words as you can. The completed story should be accurate (*facts are consistent with what is shown in the photograph and with what is known outside the photograph*), complete (*reports the important 5W’s + H*) and clear (*well-written, free from errors*).
Devotees take holy dips in the Ganges River during Kumbh Mela, or pitcher festival, one of the most sacred pilgrimages in Hinduism, in Haridwar, northern state of Uttarakhand, India on April 12, 2021. (AP Photo/Karma Sonam)

India's COVID Nightmare

- The Crisis Tragically Escalates
Examine the accompanying map. Then, answer the following questions.

**A. Reading the map:**

1. What is the title of this map?

2. What is the purpose of this map?

3. How are the cities, countries, and water bodies labelled?

4. How are directions represented on the map? Give an example.

5. How is distance communicated on the map? Give an example.

**B. Analyzing the map:**

1. Describe the location of India relative to other features on the map. Aim for 5-10 descriptors. *(E.g., India is located to the north of Sri Lanka.)*

2. In what ways does this map help you to better understand the COVID-19 crisis in India? Explain.
A. Write the letter that corresponds to the best answer on the line beside each question:

1. What is the population of India?
   a) 340 million  
   b) 765 million  
   c) 1.1 billion  
   d) 1.4 billion

2. Why was India so successful in fighting off the first COVID wave?
   a) travel in and out of India was restricted
   b) the vaccination program achieved herd immunity
   c) the entire country shut down for three weeks
   d) all religious festivals and political events were cancelled

3. What did many Indian hospitals run out of to treat COVID and other patients?
   a) stretcher beds
   b) pain killers
   c) oxygen
   d) vaccines

B. Mark the statements T (True) or F (False). If a statement is True, write one important fact to support it on the line below. If a statement is False, write the words that make it true on the line below.

4. True or False? India has three doctors for every 1000 people in the country.

5. True or False? India has now stopped exporting vaccines.

6. True or False? The government of India invests heavily in its healthcare system.

C. Fill in the blanks to complete each sentence.

7. Two-thirds of India's population lives in ____________________________ .

8. Kumbh Mela participants wade into the ____________________________ River to wash away their sins.

9. Prime Minister Narendra ____________________________ is the leader of India.

D. Respond to the following question in paragraph form. (Use a separate sheet of paper if necessary.)

10. As you see it, what can Canada learn from the COVID situation in India? Give reasons to support your response.
BEFORE READING

1. Write the title of the article on the board. Then, in small groups, have students generate a list of ideas to answer the question, "What are the advantages of electric vehicles?"

2. One at a time, have each group share one of their ideas while other groups check off similar ideas from their list.

3. Next, repeat this process to answer the question, "What are the disadvantages of electric vehicles?"

4. Have students view this report: https://www.youtube.com/watch?v=U-oBsJgsmD4 [6:53]. As they watch, have them note the advantages and disadvantages that they identified previously.

5. Discuss as a class new ideas that were presented during the video and use these to help set a purpose for reading the article, referring to the resource page Setting A Purpose Before Reading (page 51) as needed.
If you’ve never driven in an electric vehicle (EV), hop in!

This car drives a lot like a gas-powered vehicle. But in many ways, it’s very different. Instead of a gas tank, it has a big lithium-ion battery. Instead of an engine, there’s an electric motor. Instead of releasing fossil fuel emissions into the atmosphere, there are no emissions at all.

The electric motor runs off battery power. That power turns the wheels and sends the car forward. There’s no engine noise. The car seems to glide along.

The indicator on the dash shows how much electric charge is left in the battery. The car can only go a set distance before the battery is depleted.

An electric motor is much more efficient than an internal combustion engine. According to the U.S. Department of Energy, EVs convert over 77 percent of their electrical energy to power the wheels and move the car. By contrast, gasoline vehicles only convert about 12-30 percent of their fuel energy.

What’s an EV like to drive? It’s a dream – smooth, powerful, with strong acceleration. A heavy battery pack is spread across the bottom of the chassis, or “skateboard.” It makes the car feel very stable through twists and turns. With no engine noise, it’s easier to talk or hear music.

**The Auto Industry**
The switch to EVs is part of a larger strategy to address climate change. Transportation generates 28 percent of all greenhouse gas emissions in the United States. In Canada, it’s about a quarter. Almost half of these emissions come from cars and light trucks.

The Canadian government wants ten percent of all new vehicle sales to be ‘zero-emission vehicles’ (ZEVs) by 2025. Thirty percent by 2030. One hundred percent by 2040.

Europe and some U.S. states like California have set even more ambitious targets.

Car makers are responding by bringing more EVs to market. Tesla is leading the charge, but now many other manufacturers offer electric options, too.

**DID YOU KNOW?**
Today there are about 11 million electric vehicles in use worldwide. China has the most, with some 4.6 million EVs on its roads. Europe has 3.3 million, the U.S. has 1.8 million, and Canada has about 190,000.

**Reality Check**
Electric vehicles are the future. Still, there are obstacles to overcome. There are roughly 1.5 billion cars on the world’s roads.
It will be a while before they’re all electric.

“There’s going to be all sorts of problems,” says industry veteran Malcolm Bricklin. “Problem number one, we gotta have more charging stations everywhere.”

Many EV drivers will use an at-home charger. However, that’s not an option for everyone. You can’t run a power cord down from a third-floor apartment to a car on the street. Also, if you’re away from home when your car needs powering up, you’ll have to rely on a commercial charging station.

EV charging stations are becoming a more familiar sight, but they are still few and far between across the country. And charging technology needs to improve. Drivers won’t want to wait a half an hour every time their car must be charged.

The second problem, says Mr. Bricklin, is not having enough electricity for the growing number of electric cars. Another major drawback has been “range anxiety.” That’s when drivers worry that they will deplete the battery before they get to their destination. But EV technology is always improving, increasing battery capacity and driving range.

New EVs cost more than gas cars. But prices will likely drop as production ramps up. In any case, the higher initial cost is more than offset by the money saved in fuel and maintenance. Recharging an EV costs about one-fifth of what it costs to refuel a gas car. Maintenance costs are low, too, because EVs have fewer parts. So there is much less to go wrong.

**Rare earth minerals** are an essential component of electric vehicles. That’s another challenge. China has 58 percent of the world’s supply. North American automakers worry that trade tensions between China and the U.S. may limit their access to goods they need for clean energy technology.

As a result, automakers want to find **domestic** sources of rare earth minerals. Canada may play a major role in this. We don’t produce any rare earths now, but we have some of the largest known reserves in the world.

**Under the hood**

So how green are electric vehicles, really? True, they don’t produce tailpipe emissions, but what about “upstream” emissions? What about emissions from the power plant where the electricity is produced? What about the carbon footprint of manufacturing the batteries?

The Union of Concerned Scientists took all upstream emissions into account. It still determined that the average EV produces fewer global warming emissions than a new gas car.

So, there’s much to like about EVs. Yet they are not a quick fix. It will take many years before they replace all gas vehicles. Only 2.5 percent of the world’s passenger cars ran on electricity in 2019. By the end of the decade, the total number of EVs is projected to be 145 million, or 7 percent of road transportation.

That means carmakers must do more than design and produce better EVs. They must also improve the fuel economy of traditional vehicles, because cars and trucks that run on fossil fuels will still be on the road for some time. ★
1. How much does the transportation sector contribute to current greenhouse gas emissions? Where do most of these emissions come from?

2. How many electric vehicles are currently in use around the world? Which country has the most?

3. How many electric vehicles are projected to be in use by 2030?

4. List at least three major differences between a regular vehicle and an EV.

5. How does the efficiency of an EV compare to a regular gas-powered vehicle? Explain.

6. What natural resources are essential for manufacturing EVs? Where do many of these come from?

7. What do some analysts say is the largest problem that must be solved before EVs become common?

8. List at least two other challenges associated with adapting to electric vehicles.
**Organizer**

1. Using the information in the article and your own thinking, list the advantages and potential drawbacks/obstacles of electric vehicles in the organizer below. Give examples to back up each point.

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Potential drawbacks/obstacles</th>
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<tr>
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2. After gathering and considering the information in the above organizer, how likely are you to purchase an electric vehicle in your future? Give reasons to support your response.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

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________________________________________________________________________
1. The federal government wants 100 percent of all vehicle sales in the country to be zero-emission vehicles or ZEVs by 2040. As you see it, how realistic is this goal? What obstacles may affect this timeline? Explain.

2. The article states that the supply of rare earth minerals needed to build EVs may be a potential problem for manufacturers. Currently, China has more than half of the world’s supply. Though we do not yet produce these minerals, Canada has some of the largest reserves in the world. As you see it, how might this fact impact the mining industry in Canada? What potential challenges may present themselves? Explain.

3. Look 30 or 40 years into the future. How might the technology used to power EVs impact the transportation industry around the world? Where else might we see this technology being applied? Give examples to support your ideas.
QUESTIONS FOR ONLINE EXPLORATION

Note: The links below are listed at www.lesplan.com/en/links for easy access.

1. Moving towards using more electric vehicles is high on many countries’ lists for reducing carbon emissions to address climate change. Visit https://www.yout-ube.com/watch?v=sUriPl497YE [7:24] to learn more about how EVs work. What questions are scientists asking to make EVs more efficient? Explain.

2. The article states that a lot of hesitation about purchasing an EV comes from range or charging anxiety. What is range anxiety/charging anxiety? Visit https://www.yout-ube.com/watch?v=OpTOKKKGWV8 [14:53] to learn more about how the EV industry is addressing this problem. What did you learn after viewing this video? How do you think EV charging might evolve with the production of more EVs? Explain.

3. China is a world leader in the production and purchase of EVs. Visit https://www.yout-ube.com/watch?v=q5GGCvieYts [16:55] to learn more about how China has achieved this status. What can the rest of world learn from China’s example and its experience with EVs? Explain.
New battery to revolutionize car industry

In 2021, Toyota intends to debut an electric vehicle, powered by a solid-state battery, able to travel 500 km in one go and recharge in 10 minutes.

Toyota (in collaboration with Subaru) is developing its first electric vehicle (EV), dubbed BZ EV (right).

- **2021**: Toyota plans to introduce prototype electric vehicle powered by revolutionary solid-state battery.
- **2025**: Solid-state battery could enter mass production.

**HOW SOLID-STATE BATTERY COULD BE GAME CHANGER**

**Lithium-ion battery (Li-ion):**
Technology has reached limit of efficiency.

- **Electrons**
- **Anode (-)**
- **Cathode (+)**
- **Liquid or gel electrolyte:** Highly flammable.
- **Battery:** Charged ions travel from cathode to anode through electrolyte. Free electrons pass from anode to cathode, powering device.

**Solid-state battery:**
More powerful than Li-ion.

- **Cathode (+)**
- **Anode (-)**
- **Solid electrolyte:** Smaller and lighter than liquid or gel. Made from sodium-based material, so less harmful to environment and less likely to catch fire.

**EV with solid-state battery could replace combustion engine vehicle because:**
- Battery: has range of 500 km per charge (more than double Li-ion fuel cell); can fully recharge in 10 minutes; can power EV for 380,000 km before degrading; requires no cooling system.

Sources: The Next Web, Nikkei Asia, Make Tech Easier

Picture: Toyota

© GRAPHIC NEWS
What questions do you still have about the topic presented?

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________
A. Write the letter that corresponds to the best answer on the line beside each question:

______  1. Which country has the most electric vehicles?
   a) United States  
   b) Canada  
   c) China  
   d) Germany

______  2. What is one disadvantage of driving an electric vehicle?
   a) it has a limited range  
   b) it converts only 77% of its electrical energy  
   c) it's smooth and quiet to drive  
   d) it doesn't use gasoline

______  3. What type of battery powers most electric vehicles?
   a) lead-acid  
   b) solid-state  
   c) magnesium-ion  
   d) lithium-ion

B. Mark the statements T (True) or F (False). If a statement is True, write one important fact to support it on the line below. If a statement is False, write the words that make it true on the line below.

______  4. True or False? An electric motor is much more efficient than a gas-powered engine.

______  5. True or False? The cost to recharge an EV is about one-half of what it costs to refuel a gas-powered car.

______  6. True or False? By 2030, the total number of EVs is projected to be 145 million.

C. Fill in the blanks to complete each sentence.

7. Range _____________________ is the fear that an electric vehicle will run out of power before reaching its destination.

8. Rare _____________________ minerals are an essential component of electric vehicles.

9. Canada wants 10 percent of all new vehicles sold in 2025 to be _____________________-emission.

D. Respond to the following question in paragraph form. (Use a separate sheet of paper if necessary.)

10. As you see it, what will be the biggest challenge to replacing conventional vehicles with more EVs? Give reasons to support your response.
Choose a news article from this issue that you found interesting or surprising – one that caught your attention, sparked an ‘ah ha’, or left you wondering about something. Tap into your curiosity. What more do you want to know?

Before starting your Inquiry Project, do a little more research on your own to investigate the news story or topic in a deeper way. Check out the following links or others from this issue, and notice the questions that come to mind as you read:

Census history:
https://www.newworldencyclopedia.org/entry/Census

India, the country:
https://www.britannica.com/place/India
https://www.nationsonline.org/oneworld/india.htm

Food waste:
https://www2.gov.bc.ca/gov/content/environment/waste-management/food-and-organic-waste/prevent-food-waste
https://lovefoodhatewaste.ca/about/food-waste/
https://www.hsph.harvard.edu/nutritionsource/sustainability/food-waste/

When you have a deeper understanding of the topic or issue, complete the Inquiry Project Planner on p. 47. Use the following steps to guide you:

1. A good inquiry project starts with a powerful inquiry question. This is an overarching question related to an important issue, problem, or concern in the news story or topic you have chosen. It should be something you are genuinely curious about or that is meaningful to you.

Inquiry questions are not easy to answer. They are open-ended (meaning that they can’t be answered with a yes or no response), lead to more questions, and require you to think or really investigate something. Answers to inquiry questions are not found by ‘Googling’!

A good inquiry question should have these 4 components:

- A question stem (e.g., What is...? How can...? Why can’t...? What could...? What impact...? How would it be possible...? What would happen if...? How would you improve...? Why do you believe...?);
- Who is taking action and/or who will be impacted by the findings/answer (e.g., you, your family, your school, your community, the world);
- What the action is (e.g., solve, reduce, develop, create, refine, educate, make, impact, improve, change);
- What the problem or concern is.

For example, if, after reading an article that explains how COVID-19 spreads, I wanted to learn more about the benefits (or limitations) of wearing a mask, my inquiry question might be:

How can I educate students about the importance of wearing a mask in school? OR How can I educate students about the limitations of wearing a mask in school?
Here are other examples of inquiry questions:

- How might I create and sell something at profit, so I can contribute to my favourite charity?
- What could parents prepare for lunch if their child is allergic to gluten?
- What impact would reducing plastic take-out containers have on the environment?
- How can we attract more native birds and butterflies to our school garden?

2. Then, brainstorm other smaller, supporting research questions that will help you arrive at the answer to your inquiry question. Aim for 4-5 questions to start. For example:

- Do masks help stop the spread of COVID-19? If so, how? If not, why?
- Are all masks (or mask designs) equally effective?
- Who benefits from wearing masks? Who doesn't?
- Where and when should masks be worn?
- Are there other measures that are more effective at stopping the spread of the virus?

As you begin to research, you may find that there are other questions that you want to know the answer to. Record these questions, too.

3. Decide what resources you will explore to find answers to your questions. What will you read (print or digital texts), watch, study and/or who you might talk to?

If you are researching online, make sure the website is credible. (That means it is trustworthy — you can trust the information to be true and up-to-date). Also check that the information is reliable. (That means the information is accurate, presents a balanced view vs. a biased one, and answers your question.)

Check out these short videos to learn how to check the credibility and reliability of websites:
- How to evaluate sources for reliability: https://youtu.be/q1k8rcYUmbQ [3:48]
- How to check if a website is credible: https://youtu.be/jt-1Z5M6XU8 [1:39]

4. Figure out how you will document (show) everything you are learning about your inquiry question either digitally or by hand. There are lots of options:

- keep a written journal;
- create a note making template (like the one included on p. 48);
- construct a visual journal (e.g., photographs, videos, Sketchnote);
- write a blog (e.g., Wordpress, edublogs, Weebly for Education);
- link a series of mind maps or concept maps.

Remember to date each entry and explain why what you documented is important or how it is related to your inquiry question.

For example, I might find photographs of different types of masks and use PicCollage to document the different examples. Then, I might type a brief caption under each photograph explaining what the masks are made of and how they prevent the spread of COVID-19.
5. Determine how you will share your learning with your peers, in an authentic way. Think about how you best show what you know and how experts in the field might share their knowledge. There are lots of ways to do this, such as:

- record a podcast
- design a blog
- build a model
- develop an infographic
- make a video
- create an animation
- present a TED Talk with an accompanying slide show.

6. Finally, create a project timeline. List all the steps you need to take to finish your project and set deadlines for completing them. Online calendars or organizer apps, such as Trello, are helpful tools for managing projects. Use the strategy of working backwards to make sure you give yourself enough time to complete each step and not be rushed.

7. You are now ready to begin researching. Have fun!
## Inquiry Project Planner

**Topic:**

**Inquiry question:**

This question is important to me because…

**Research questions:**

- 
- 
- 
- 
- 

**Resources I’ll use:**

**How I will document my findings:**

**How I will share what I’ve learned:**

**Due:**
**HINTS:**
- Use multiple valid sources
- Use the right keywords and search strategies to find relevant information

**NOTE:**
You may find fascinating facts that aren’t connected to your question. If that’s the case, just add a question and the answer. The fun part of researching is that you never know what fascinating facts are going to pop out at you.

**Check Your Sources**

**Identify the source**
- Is it true?
- Is it trustworthy?
- Is it current (up-to-date)?

**Analyze the information**
- Is it accurate?
- Is there any bias that should concern me?
- Does this answer my question?

**Inquiry Question:**

<table>
<thead>
<tr>
<th>Q:</th>
<th>Q:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A:</td>
<td>A:</td>
</tr>
</tbody>
</table>
HELPFUL TEACHER RESOURCES ON INQUIRY-BASED LEARNING

Check out Trevor MacKenzie’s website with links to podcasts, blogs, social media links, and other resources on Inquiry-based learning:

- [https://www.trevormackenzie.com](https://www.trevormackenzie.com)

His book, *Dive into Inquiry: Amplify Learning and Empower Student Voice*, offers a scaffolded approach to student inquiry: structured, controlled, guided, and free inquiry. It is a practical resource if inquiry-based learning is new to you.

John Spenser is another educator whose videos, blogs, and resources offer practical strategies and structures for engaging students in inquiry. Here are two to get you started:

- “Helping Students Ask Better Questions by Creating a Culture of Inquiry” [https://medium.com/synapse/helping-students-ask-better-questions-by-creating-a-culture-of-inquiry-d1c4b0324a6f](https://medium.com/synapse/helping-students-ask-better-questions-by-creating-a-culture-of-inquiry-d1c4b0324a6f)

Edutopia has a number of articles on student inquiry, including:

- “Resources and Downloads to Facilitate Inquiry-based Learning” [https://www.edutopia.org/article/inquiry-based-learning-resources-downloads](https://www.edutopia.org/article/inquiry-based-learning-resources-downloads)

* Note: All links in this document are listed at [www.lesplan.com/en/links](http://www.lesplan.com/en/links) for easy access.
This rubric may be helpful in providing students with formative, strength-based feedback and/or assessing students' responses holistically. This easy-to-modify activity is included in the doc file which you can download from: www.lesplan.com/subscribers

<table>
<thead>
<tr>
<th>Supports thinking</th>
<th>Emerging</th>
<th>Developing</th>
<th>Proficient</th>
<th>Extending</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Answers or reflections are brief and include obvious facts/details/evidence.</td>
<td>Answers or reflections are general and supported with some relevant facts/details/evidence.</td>
<td>Answers or reflections are clearly supported with specific, relevant facts/details/evidence.</td>
<td>Answers or reflections are insightful and supported with specific, relevant facts/details/evidence.</td>
</tr>
</tbody>
</table>

| Shows understanding | Responses show a basic understanding of the text, topic, issue or message. | Responses are thoughtful and show a general understanding of the text, topic, issue or message. | Responses are thoughtful and show a complete understanding of the text, topic, issue or message. | Responses are insightful and show a deep understanding of the text, topic, issue or message. May synthesize ideas or explain the ‘so what’. |

| Thinks critically | Makes straightforward connections or inferences. Focuses on retelling. | Makes logical connections to self (T:S) and/or background knowledge (T:S). Inferences are logical. | Makes meaningful connections to self. Considers ideas between texts (T:T). Inferences are plausible. | Makes powerful connections that go between texts and/or beyond the text (T:W). Inferences are plausible and insightful. |
There are a number of reasons we read, and setting a purpose for reading – knowing WHY we are reading – helps us to focus on important information and to better understand and remember what we read. It also helps us decide HOW we will read the text.

We don’t read all texts for the same purposes or in the same way. For example, we read an instruction manual for a new Blu-ray player for a different reason than we read a book or a website. How we will read it – the strategies we use – will also differ. We are more likely to skim to find the information we need in a manual. Once we find what we need, we might read the instructions carefully to figure out what to do. Then, we stop reading, put the manual down, and carry out the steps. We may have to reread if we get confused or forget what to do.

This is a very different approach than the one we would use to read a book. When we read a book, we usually read cover-to-cover. We read carefully so we don’t miss any details because we want to understand the whole story. Sometimes we make connections or create images in our minds as we read to help us better understand what we are reading. Depending on its length, we may put the book down before we finish reading it but we will start reading where we left off.

Good readers are flexible and responsive. This means that they match their reading strategies to their purpose for reading. What types of text do you read? Why do you read them? What strategies do you use to read each of these texts? The chart below is a summary of the main purposes for reading and what each entails.

<table>
<thead>
<tr>
<th>Purpose for reading</th>
<th>What it looks like</th>
</tr>
</thead>
<tbody>
<tr>
<td>For enjoyment</td>
<td>Usually student-selected.</td>
</tr>
<tr>
<td></td>
<td>Allows students to choose a variety of genres and forms.</td>
</tr>
<tr>
<td></td>
<td>Allows students to pursue what interests them while developing reading skills.</td>
</tr>
<tr>
<td>To experience something new</td>
<td>Students make connections between their personal experiences and those of people around the world.</td>
</tr>
<tr>
<td>To learn more about themselves and others</td>
<td>Students reflect on what they’ve read and express opinions and perspectives.</td>
</tr>
<tr>
<td></td>
<td>Students develop a sense of their personal values and make sense of the world around them.</td>
</tr>
<tr>
<td>To gain information</td>
<td>Students use the features of informational texts to gather, analyse and apply what they’ve learned.</td>
</tr>
<tr>
<td>To understand issues</td>
<td>Students develop a sense of perspective.</td>
</tr>
<tr>
<td></td>
<td>Students pose questions, acknowledge other points of view, critique the opinions presented and support opinions with evidence.</td>
</tr>
<tr>
<td>To appreciate writing</td>
<td>Students respond to text in ways other than written answers to apply what they’ve learned in new contexts.</td>
</tr>
<tr>
<td>To appreciate use of media to communicate</td>
<td>Students respond to a variety of media formats (e.g., infographics, political cartoons, videos, etc.) and react to how the format supports the meaning of the message.</td>
</tr>
</tbody>
</table>

* Chart adapted from: A Guide to Effective Literacy Instruction, Grades 4-6, p. 11.
1. Explain what the term census means. What is a census?

The term census comes from the Latin word *censere*, which means 'to assess'. The census is a nationwide survey used to collect demographic information on every person in Canada.

2. How often is a census conducted in Canada? What is the purpose of collecting this information?

The census is conducted every five years. By collecting this data regularly, analysts can compare results from one census to the next to see how Canada is changing.

3. Which federal government department is responsible for the census?

Statistics Canada is responsible for the census.

4. What information was sent to all Canadian households in early May?

Most households received a letter explaining how to complete the census online. However, if they preferred, residents could ask for a paper copy to be mailed to them.

5. How many households were surveyed?

Some 15 million Canadian households received a census package.

6. Describe how the population census will be conducted.

One adult in each household must complete the census questionnaire about everyone who lives at that address. Most households received the short form census which asks ten basic questions about age, sex, marital status, relationship to others in the household, and language. (The penalty for non-compliance ranges from fines to jail time.)

7. What is the long form census? Explain. One in four homes received the long form census which has over 60 questions. It collects detailed information about the people living in the home and their role in the community. It asks about cultural background, spoken languages, family relationships, and childcare. It covers schooling, employment, income, ability, housing, and transportation. (Many of the questions stay the same from census to census which allows researchers to compare data across several decades.)

8. List at least three examples of what census results are used for. 1) All levels of government use census information to plan important public services such as schools, hospitals, emergency services, and roads. 2) The health care industry uses the data to forecast needs and costs – especially the rising number of seniors who require increased levels of care. 3) Census data also helps determine the size and boundaries of electoral districts - 30 MP were added after the 2011 census. 4) Ottawa uses the census to determine the amounts of transfer payments to the provinces – money the provinces use to fund health care and other social services. 5) Businesses, the media, industry, and universities use census information for everything from research to choosing locations for offices and stores.

**Quiz:**

INSTRUCTIONS

1. The table above shows Canada population in census years from 1921 to 2021. The numbers are in millions and are rounded to the nearest 100,000. Complete the table to show the population of Canada from 1991 to 2021.

<table>
<thead>
<tr>
<th>Year</th>
<th>Population*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1921</td>
<td>8.7</td>
</tr>
<tr>
<td>1931</td>
<td>10.3</td>
</tr>
<tr>
<td>1941</td>
<td>11.5</td>
</tr>
<tr>
<td>1951**</td>
<td>14</td>
</tr>
<tr>
<td>1956</td>
<td>16</td>
</tr>
<tr>
<td>1961</td>
<td>18.2</td>
</tr>
<tr>
<td>1966</td>
<td>20</td>
</tr>
<tr>
<td>1971</td>
<td>21.5</td>
</tr>
<tr>
<td>1976</td>
<td>22.9</td>
</tr>
<tr>
<td>1981</td>
<td>24.3</td>
</tr>
<tr>
<td>1986</td>
<td>25.3</td>
</tr>
<tr>
<td>1991</td>
<td>27.2</td>
</tr>
<tr>
<td>1996</td>
<td>28.8</td>
</tr>
<tr>
<td>2001</td>
<td>30</td>
</tr>
<tr>
<td>2006</td>
<td>31.6</td>
</tr>
<tr>
<td>2011</td>
<td>33.4</td>
</tr>
<tr>
<td>2016</td>
<td>35.1</td>
</tr>
<tr>
<td>2021***</td>
<td>38</td>
</tr>
</tbody>
</table>

*Numbers are in millions. **After 1951, census counts occurred every five years. *** Official census number not yet available.

2. Use this data to plot a bar graph. Show population benchmarks on the Y axis (0 - 40 million) and years on the X axis.
3. Draw a column to show Canada's population each census year from 1921 to 1951 and shade these four columns dark red.
4. Draw a column to show Canada's population each census year from 1956 to 2021 and shade these 14 columns bright red.
5. Complete your graph with a proper title.
6. After completing your graph, what observations can you make and what conclusions can you draw? How do you think government policies can affect overall population growth? What other factors can you think of that can influence population growth? What other factors can you think of that can influence population declines? Explain.
7. What predictions can you make about Canada's population in future years? Give reasons to support your analysis. ★
CANADA'S POPULATION BY CENSUS YEAR: 1921-2021

* After 1951, census counts occurred every five years.
WORLD HUNGER – A GROWING, YET SOLVABLE, PROBLEM

1. How many people in the world are currently affected by hunger?

Nearly 700 million people worldwide are desperate for any food they can get. This number is expected to increase to 840 million by 2030.

2. Explain what systemic hunger means.

Long-term or systemic hunger is when people don’t get enough calories or nutrients to sustain them on a daily basis. People struggling with acute hunger are in danger of starving to death.

3. Explain what malnutrition means.

Malnutrition occurs when people have some food to eat but face health risks because of low food quality. Without the right combination of proteins, vitamins, and minerals, human bodies have difficulty fighting off illness.

4. Explain what food insecurity means.

Food insecurity occurs when people do not have regular access to enough safe and nutritious food for normal growth and development. People living with food insecurity worry about where and how they are going to get their next meal.

5. What target did the United Nations declare in 2015 to address world hunger?

The UN and the global community declared a target of zero hunger by 2030. It was part of a 17-goal program designed to achieve sustainable development (Sustainable Development Goals.)

6. Why did the UN feel this ambitious goal was attainable?

When the 2030 goal was declared, the world had experienced record harvests, rising incomes, and falling food prices for many years.

7. List at least two factors that have affected the progress of the zero hunger goal since 2015.

1) Conflicts in some African countries and violent gangs in Latin America have displaced farmers and civilians. (Sometimes crops are deliberately destroyed to limit food supply.) 2) Climate change results in extreme weather conditions that cause droughts or severe storms that destroy harvests. 3) Locusts in Africa and Asia have devoured large areas of farmland. 4) The COVID pandemic has impacted the economies of many countries and caused the cost of food to skyrocket.

8. What does WFP stand for? How much money has Canada contributed to this UN agency?

WFP = World Food Programme. Canada donated $250 million in 2019 and is continuing to fund various programs. (The WFP is the food-assistance branch of the UN. It is the world's largest humanitarian organization, the largest one focused on hunger and food security, and the largest provider of school meals.)

9. What does the WFP say must occur to stop the imminent deaths of millions of people from starvation?

The fighting has to stop, access needs to be granted to provide life-saving help to vulnerable communities, and donors need to contribute $6.4 billion US for the current year.

Quiz:

1. c; 2. a; 3. d; True; 5. True; 6. False; 7. body; 8. droughts; 9. $6.4 billion US; 10. Answers will vary.
INDIA'S COVID NIGHTMARE

1. How many people live in India? Explain how poverty has affected this country.

India’s population is 1.4 billion. 69 percent of India’s population lives on less than $2 a day. (The entire Indian subcontinent, which includes countries like Bangladesh and Nepal, is extremely poor.)

2. How does India’s healthcare system compare to Canada’s? Explain.

India spends just 1.3 percent of its GDP on healthcare and there is only one doctor for every 1456 residents. Canada spends 11.5 percent of GDP on healthcare and there are three doctors for every 1000 Canadian residents. (A lack of hospital beds and scarce basic medical supplies including oxygen were reported across India in recent weeks.)

3. How did India manage the first wave of the pandemic? Explain.

In March 2020, when the pandemic started, the entire population was locked down for three weeks. At the time, these were the toughest restrictions in the world. By November 2020, India accounted for only 10 percent of all COVID deaths despite having the second-largest population. In January 2021, India’s government rolled out the world’s largest vaccination drive.

4. How did the Indian government and citizens respond after the first wave of the pandemic had passed?

India’s inhabitants believed they was getting over the pandemic. Citizens eased up on social distancing, hand washing and mask-wearing. Stores opened without restrictions. Crowds gathered freely and religious festivals were allowed to occur.

5. List at least two other reasons why the second pandemic wave has been so destructive.

1) India’s vaccination program started slowly because of supply issues and vaccine hesitancy. By early May, just over two percent of India’s population had been fully immunized. 2) Millions participated in a large religious festival called Kumbh Mela during the winter and spring. 3) Election rallies were held in some areas and attracted large crowds. 4) India did not lock down like in the first wave.

6. How many COVID cases were reported in India in May?

Cases numbered over 400,000 per day in early May. By mid-May, India reported over 24 million infections and more than 270,000 deaths. (Experts believe these reported numbers are low because many deaths have occurred at home. Authorities had predicted a second wave, but underestimated its intensity.)

7. How has the current crisis in India affected the distribution of vaccines from India to other countries?

India is the world’s largest manufacturer of coronavirus vaccines. Until mid-April, India was shipping vaccine supplies around the world. Now vaccine exports have stopped so that India can deal with the domestic demand.
Indonesia's COVID Nightmare

To the Teacher

Answer Key

Editorial Cartoon:

1. Thousands of people in India are dying every day due to COVID-19. Cases began rising exponentially in the country in March, and the health care system is not able to deal with the number of sick patients. The Indian subcontinent is one of the poorest regions in the world. Two-thirds of the population lives in poverty; 69 percent of India's population lives on less than $2 a day, and one-third of this group exists on less than $1.25 per day. There is just one doctor for every 1456 people in the country (compared to three doctors for every Canadian), and India spends just 1.3 percent of its GDP on healthcare (compared to 11.5 percent of the Canadian GDP). As a result, hospitals in India don't have enough room nor supplies for the current influx of patients, and the government has been asking other nations for help.

2. The title of the cartoon is 'COVID, the Virus of Inequalities.' It shows a large medical oxygen tank labelled 'COVID Care'. The top of the tank is labelled 'North', and the bottom is labelled 'South'. There are three patients at the base of the tank who look very ill. They are emaciated, their mouths are hanging open, and their hands are raised. They appear to be pleading for help. They have darker skin; one is wearing a hijab, and one a turban. There is one patient at the top of the tank, who appears to be inhaling oxygen directly from the valve. This patient, wearing a hospital gown, appears to be Caucasian, and is large. He is floating sideways, likely because of the surplus of oxygen he has consumed.

3. 'North' likely refers to countries in the Northern Hemisphere – ones that tend to be developed, and richer. 'South' refers to poorer, less-developed nations in the Southern Hemisphere.

4. The cartoonist may be suggesting that COVID's impact depends on the country. In developed nations with robust health care systems, patients are getting adequate, or more than adequate, care. In poorer nations, the impact is much more severe, because the health care systems aren't able to support the huge numbers of patients in desperate need of help.

5. Answers will vary.

Quiz:

1. d; 2. c; 3. c; 4. False; 5. True; 6. False;
1. How much does the transportation sector contribute to current greenhouse gas emissions? Where do most of these emissions come from?

Transportation generates 28 percent of all greenhouse gas emissions in the U.S. In Canada, it’s about 25 percent. Almost half of these emissions come from passenger cars and light trucks.

2. How many electric vehicles are currently in use around the world? Which country has the most?

Some 11 million EVs are in use. China is the largest EV market, with 4.6 million vehicles. (There are 3.3 million EVs in Europe, 1.8 million in the U.S., and 190,000 in Canada.)

3. How many electric vehicles are projected to be in use by 2030?

145 million

4. List at least three major differences between a regular vehicle and an EV.

1) Instead of a gas tank an EV has a big lithium-ion battery. 2) Instead of an engine, there is an electric motor. 3) Instead of releasing fossil fuel emissions, there are no emissions at all. 4) Instead of a gas gauge, an indicator shows how much charge is in the battery. 5) There is no engine noise. 6) There is no tailpipe.

5. How does the efficiency of an EV compare to a regular gas-powered vehicle? Explain.

An electric motor is much more efficient than an internal combustion engine. According to the U.S. Department of Energy, EVs convert over 77 percent of their electrical energy. Conventional gasoline vehicles only convert about 12 - 30 percent of their fuel energy.

6. What natural resources are essential for manufacturing EVs? Where do many of these come from?

Rare earth minerals are essential to making EVs. China accounts for 58 percent of the world’s supply (and most of its refining capacity). Automakers worry that trade tensions between China and the U.S. may disrupt these essential supplies. (Canada has many large rare earth mineral reserves, but these minerals are not currently produced here.)

7. What do some analysts say is the largest problem that must be solved before EVs become common?

More charging stations must be built everywhere.

8. List at least two other challenges associated with adapting to electric vehicles.

1) Charging technology needs to improve. 2) There must be enough electricity available to support a higher demand for charging. 3) Higher capacity batteries must be developed to alleviate 'range anxiety.' 4) EV vehicles are more expensive than similar gas-powered models (but fuel costs are much lower and some government rebates are available.)

Quiz:
1. c; 2. a; 3. d; 4. True; 5. False; 6. True; 7. anxiety; 8. earth; 9. zero; 10. Answers will vary.
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- Auto-graded quizzes
- Comment page for students to respond to the stories
- Links to relevant articles, resources, maps, photos and videos
- Extension activities


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- Background information
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- easily modify and format content including changing fonts and text sizes
- create a PDF document and use Adobe Reader’s 'Read Out Loud Mode'
- save paper and copying costs and help protect the environment
- promote and encourage students’ computer skills

Password Security

There are three ways to access data from a Word file that is password protected:

1) Select the data you wish to Copy and then Paste it into any word processing program. Use Select All to copy the entire document.

2) Import the entire Word file into LibreOffice (or another similar program) and then save as a new file

3) To remove the password from a protected Word file, use Save As to make a new copy of the file. You can then change the Security settings and remove the password.

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- You can easily upload the Word file to Google Docs and share it with students or other teachers.
- You can translate Google Docs into another language (see Tools>Translate document) but you will need to edit the document to suit your requirements. Google Docs can translate into over 100 languages including Spanish, Mandarin, and German.
- LibreOffice is a free alternate to Microsoft Office and offers the same functionality. It’s easy to install and use. See: www.libreoffice.org

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